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ABSTRACT

This program, Project CAUSA, provided instruction in English as a second language (ESL), native language arts, and content-area courses, in addition to a career and vocational training program focused on office and computer skills, to a selected group of 141 Hispanic and Italian immigrant students of limited English proficiency (LEP). Students entered the program with a wide range of educational backgrounds and levels of native language and English proficiency. The program's aim was to help recently arrived students in the acculturation process, provide basic language, academic, and vocational skills while enhancing appreciation of their native cultures and languages. Staff development activities included training workshops and monthly department meetings. Career counseling services included career guidance, and job placement services along with academic and personal counseling, referral services, tutoring, and family contacts and advisement. Student achievement data indicate students met program objectives in English language development. Passing rates in Italian and Spanish surpassed 75 percent both semesters. Passing rates in substantive areas and bilingual business classes were significantly greater than those of mainstream students. Attendance rate was significantly higher, but their dropout rate not significantly lower than mainstream students. (MCK)

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GROVER CLEVELAND HIGH SCHOOL

PROJECT CAUSA

1984-1985

OEE Evaluation Report

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O.E.A. Evaluation Section Report

Robert Tobias, Administrator of Evaluation
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Grant Number: G00-830-2608

GROVER CLEVELAND HIGH SCHOOL

PROJECT CAUSA

1984-1985

Principal: Myron L. Liebrader

Director: Aldo Guarnieri

Coordinator: Josephine Leonardelli

Prepared by the
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A SUMMARY OF THE REPORT

This program, in its second year of a three-year funding cycle, provided instruction in English as a second language (E.S.L.), native language arts, and content-area courses, in addition to a career and vocational training program which focused on office and computer skills, to a selected group of 141 newly-arrived students of limited English proficiency (LEP) from Italy and Spanish-speaking countries. Students entered the program with a wide range of educational backgrounds and levels of native language and English proficiency. Many program students suffered interrupted schooling or received fewer years of education than their ages would indicate. Outside school, students used their native languages widely, though not exclusively.

The project's basic philosophy was to help recently-arrived students in the acculturation process, provide them with basic language, academic, and vocational skills while, at the same time, enhancing their appreciation of their native cultures and languages. Due to the special needs of these newly-arrived immigrants, many of whom were from families living in poverty, the program's educational philosophy gave equal emphasis to English language development and career training.

Title VII funds supported administrative and support services staff positions. Instructional services and paraprofessional assistance were provided by Chapter I and tax-levy monies. Curriculum development activities were largely confined to refinements of career awareness curricula developed last year. Staff development activities included participation in staff training workshops and attendance at monthly department meetings. Career counseling services consisted of direct instruction, field trips, career guidance, and job placement services. In addition to the career counseling component, Project CAUSA provided academic and personal counseling, referral services, tutoring, and family contacts and advisement.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); business skills (teacher-made examinations); mastery of the native language (Interamerican Series, La Prueba de Lectura and teacher-made tests); mathematics, science, and social studies (teacher-made tests); and attendance/dropout rates (school and program records). Quantitative analysis of student achievement data indicates that:

--Students tested with all levels of the CREST in both the fall and spring exceeded the program objective of mastering one CREST skill per month of instruction.

--Gains for students tested with La Prueba de Lectura were not statistically significant. However, passing rates in Italian and Spanish language arts courses surpassed 75 percent both semesters.

--The passing rates of program students in substantive areas were significantly greater than those of mainstream students.

--The percentage of program students passing bilingual business skills classes was higher than that of the mainstream.

--The attendance rate of program students was significantly higher than the rate of the general school population.

--The dropout rate of program students was not significantly lower than that of mainstream students.

The following recommendations are aimed at furthering the overall effectiveness of the program:

--focusing on ways to develop the social studies curriculum, such as through discussion formats, Spanish language newspapers, and student-generated reports;

--adjusting the curriculum and testing procedures in math classes to the level of the students;

--attempting to secure greater parental involvement by offering activities that will benefit parents and their children;

--continuing the home visits made by the curriculum specialist, as they provide an effective means of communication between the school and students' families; and

--continuing to revise and refine the career awareness curriculum.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Eulalia Cabrera, has interpreted findings and integrated material into reports and has written report summaries. Patricia Fitzpatrick has spent many hours creating, correcting, and maintaining data files. Finally, Joseph Rivera has worked intensively to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation, the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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GROVER CLEVELAND HIGH SCHOOL
PROJECT CAUSA

Location:	2127 Himrod Street Ridgewood, New York 11385
Year of Operation:	1984-85, Second year of Title VII funding
Languages of Instruction:	English, Spanish, and Italian
Number of Participants:	141 students reported
Principal:	Myron Liebrader
Project Director/Assistant Principal for Foreign Languages:	Aldo Guarnieri
Program Coordinator:	Josephine Leonardelli

I. INTRODUCTION

Bilingual education programs were first instituted at Grover Cleveland High School in 1979 under Title VII funding. The current project director was instrumental in establishing those programs and has been a major influence in ensuring their continuity to the present time.

In its second year of Title VII funding, Project CAUSA (Career Advancement Utilizing Student Abilities) continues to operate virtually in the same manner as described in the Office of Educational Assessment final evaluation report for 1983-84. The program reported serving 141 students of limited English proficiency (LEP) in the spring term. The home language of 90 percent of these students was Spanish, while the remaining students spoke Italian at home. The aim of the project is to facilitate limited English proficient (LEP) students' transition to the mainstream by providing the knowledge and skills they will need to function successfully in classes taught in English only.

These general goals are facilitated by a program design which takes into account a variety of student needs. English as a second language (E.S.L.) instruction is provided to all program students to develop their oral and literate English skills. Native language arts (N.L.A.) courses are offered to encourage students' awareness and pride in their native languages and cultures, as well as to further their native language skills. Bilingual content-area courses also facilitate the students' transition to the mainstream, both through a gradual increase in the use of the English language, and by increasing content-area knowledge through the use of the native language before students have achieved full fluency in English. Bilingual vocational courses in office skills and related areas are offered to provide students with job-related skills. A career awareness program, one of the innovations of Project CAUSA, enhances students' awareness of employment and post-secondary educational opportunities. Other services offered in support of these four major components include curriculum development, staff development and training, guidance counseling, parent involvement, and various cultural activities for students.

The program was fully staffed and implemented as proposed. Project CAUSA is administered by a trilingual program coordinator who also serves as a resource specialist and testing coordinator. She is supervised by the project director (the assistant principal [A.P.] for foreign languages). The Title VII staff includes a full-time curriculum specialist, a trilingual resource teacher, a trilingual guidance counselor, a bilingual family assistant, and a secretary intern. The original

family assistant was replaced in January 1985. This has been the only change in Title VII personnel since the project began. Other staff members include tax-levy funded E.S.L., N.L.A., and content-area teachers.

II. STUDENT CHARACTERISTICS

Project CAUSA serves both Spanish-speaking and Italian-speaking LEP students. Many of the Italian students come from rural areas of southern Italy or Sicily. The Hispanic students include a sampling of Caribbean, Central American, and South American families, with the majority coming from Puerto Rico, the Dominican Republic, and Ecuador. Fifty-eight percent of the program students are female; females outnumber males in all grades, except grade eleven. The greatest proportion (37 percent) of program students is in the tenth grade. Tables 1 through 3 give details of the project students' countries of birth, grade, age, and time spent in the program.

The project coordinator noted that most students come from rural backgrounds and in many cases have had little formal schooling in their countries of origin. Many are therefore illiterate in their native language. The principal pointed out that one of his priorities for the future is to find ways to provide native language literacy instruction for these students. In this connection, it can be noted that a growing body of research on bilingualism in the fields of psycholinguistics and sociolinguistics supports the view that literacy and academic skills in a first language can be readily transferred to a second language, particularly if there is a solid grounding of such skills in the native language before the second language is learned. At the same time, some students come to the program with considerable

TABLE 1

Number and Percent of Program Students by

Language and Country of Birth[a]

Language	Country of Birth	Number	Percent
Spanish	Puerto Rico	32	23
	Ecuador	28	20
	Central and South America (country unspecified)	25	17
	Dominican Republic	22	16
	United States	6	4
	Unknown	11	8
Italian	Italy	14	10
	United States	1	1
	TOTAL	139	100

[a]Data were missing for two students.

- The majority (89 percent) of program students are reported to be native speakers of Spanish. The highest number of students in this group were born in Puerto Rico; the second highest in Ecuador.
- Fourteen students (10 percent) were born in Italy and speak Italian as a native language.
- Only seven students (five percent) were born in the U.S.

TABLE 2

Number of Program Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	2	0	0	0	2
14	3	2	0	0	5
15	4	4	1	0	9
16	6	17	3	0	26
17	3	11	11	5	30
18	6	10	7	8	31
19	3	4	3	10	20
20	0	0	1	5	6
21	0	0	0	2	2
TOTAL	27	48	26	30	131
Overage Students					
Number	18	25	11	17	99
Percent	67	52	42	57	76

Note. Shaded boxes indicate expected age range for grade.

- Seventy-six percent of the program students are overage for their grade.
- The highest percentage of overage students is in grade nine (67 percent).

TABLE 3

Time Spent in the Bilingual Program[a]

(As of June 1985)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
<1 Academic Year	1	0	0	0	1
1 Academic Year	13	31	9	2	55
2 Academic Years	8	11	13	27	59
TOTAL	22	42	22	29	115

[a]Rounded to the nearest year.

- Fifty-nine students (51 percent) have spent two years in the bilingual program.
- Fifty-five students (48 percent) were new to the program in September 1984.

academic experience and are literate in their native language. Thus the served population represents a wide range of academic and linguistic abilities, a factor that heavily influences the provision of services, particularly in the classroom.

Although only 13 percent of the students at Grover Cleveland are eligible for free-lunch, most of the program students are from poor families. The curriculum specialist made several visits to students' homes, as recommended in last year's evaluation report. He noted that the Hispanic families appeared to be more impoverished than the Italian families. At the same time, the Hispanic families seemed to make a considerable effort to use their limited resources to create an adequately furnished, clean, and well-kept home environment. He also noted that few of the families he visited, either Italian or Hispanic, could provide their children with separate rooms or isolated study areas where they could do their homework without interruption or distraction from other family activities. In general, they used the kitchen or dining room tables to complete their work, and had no really adequate place to keep books, notes, and papers easily accessible and ready to work with.

The curriculum specialist also noted that most students and their parents, had little knowledge of how to find job opportunities, or survey the job market so as to prepare themselves to compete successfully in the future. Similarly, they showed limited awareness of the various postsecondary educational options provided by the public educational system in the United States.

The project director noted that many students have to find jobs in order to contribute to the family income. While Ridgewood was largely inhabited by people of German origin during the early 1940's, it became increasingly dominated by Italian families in the post-World War II decades. In the last decade has there been an increasing influx of Hispanic groups, but the local economy is still largely dominated by business persons of Italian origin. As a result, Italian students generally have had more success in securing employment in the neighborhood. Italian parents also generally have more success in finding local employment than do Hispanic parents.

Some of the Italian students have found that they can earn a relatively sizable income by working long hours on weekends. The project director noted that this can sometimes encourage skepticism about the values of formal education or of earning a high school diploma. Similarly, the possibility of finding employment with Italian-speaking employers may make them doubt the necessity of learning English, or of becoming highly literate in English.

III. FINDINGS

The evaluation findings for the 1984-85 academic year include both objectives measurable by standardized test results and those based on an examination of program material and records, site visits, and interviews with school personnel. This section presents the findings of the evaluation by the objectives for the present year as proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, U.S. Department of Education.

ENGLISH AS A SECOND LANGUAGE

--As a result of participation in the program, students enrolled in the E.S.L. sequence will master an average of one objective per month of treatment as measured by the Criterion Referenced English Syntax Test.

All program students receive two periods of English instruction a day: an E.S.L. class and an English for foreign students class. Courses range through four levels, from beginning to advanced. Writing clinic courses are also offered beyond the fourth level of E.S.L. One Chapter I paraprofessional assists instructors in the four levels of E.S.L., and in the first three levels of English for foreign students.

Italian-speaking students also received content-area courses taught with an E.S.L. approach by E.S.L. teachers: biology E.S.L., global studies E.S.L., and American studies E.S.L.

A member of the evaluation team visited one of the writing clinic courses. Students were taking turns presenting short speeches to the class, using notecards for assistance. The assignment was to present a brief speech based on their own family's immigration experience.

The class was conducted in a style which contrasts sharply with the format of most high school classes. In an interview, the teacher noted that creating a good "atmosphere" in the classroom was important as a basis for learning. She said she had developed a variety of ways to encourage interaction among the students themselves. She attempted to enlist their interest in the class by eliciting their own views and giving them a chance to express and discuss their own interests and needs. She thus provided many opportunities for students to express themselves, to interact with each other, and to use a variety of lingusitic styles and language forms in natural interactional situations.

Students were seated in a U-shaped pattern which allowed them to face each other as well as the front of the room. They listened attentively as each student addressed the class. Then the teacher called for comments about the content and manner of presentation of each speech. The teacher encouraged students to address their comments to each other, or the speaker, rather than only to her. When students disagreed on a particular point, she encouraged them to elaborate and develop their arguments. When they had trouble doing so, she asked questions to elicit information or views which they could then elaborate on. Occasionally, students made comments or joked with each other in Spanish, particularly in cases where exact English equivalents were not available. It was interesting to note that the teacher did not make an issue of this by forbidding the use of Spanish in her class. Yet, even these students used English, except for occasional phrases, without

being told to do so. In these ways the teacher facilited communication among the students. Students responded by participating actively in the ongoing lesson.

The observer noted that all of the 18 students present had an opportunity to express their views; that some students engaged in debate and challenged each other to elaborate and support their views; and that, in general, a relaxed atmosphere prevailed. When the class period ended, several students gathered around the teacher making further comments on the day's lesson, or asking questions about plans for coming lessons. Their avid interest was thus much in evidence.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test* (CREST). The CREST was developed by the New York City Public Schools to measure mastery of the syntax skills presented in the E.S.L. curriculum. The CREST uses four items to measure each skill, and mastery is achieved when three of the four items are answered correctly. The test has three levels: beginning (1), intermediate (2), and advanced (3). Levels 1 and 2 each measure mastery of 25 skills, while Level 3 measures mastery of 15 skills.

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*Extensive information on CREST syntax skills and psychometric properties are in the Technical Manual, New York City English as a Second Language Criterion Referenced English Syntax Test, Board of Education of the City of New York, Division of High Schools, 110 Livingston Street, Brooklyn, New York 11201.

The CREST was administered at the beginning and end of each semester. A mastery score to indicate gains was computed for each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 4 presents the test results for students who were pretested and posttested with the same level. Of the students who were reported to be taking E.S.L. classes (Levels 1, 2, and 3), complete data (levels, pretest score, and posttest score) were available for 100 percent in the fall and 81 percent in the spring.

Examination of Table 4 reveals that the objective was met. The average mastery rate in the fall was 1.8 CREST objectives per month of instruction. In the spring, students acquired an average of 1.3 CREST objectives per month.

TABLE 4

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Mastery* Mean	Mastery* S.D.	Mean Mastery Per Month
				FALL				
1	35	10.1	5.1	16.2	5.2	6.1	4.1	2.0
2	9	15.7	6.6	19.4	4.1	3.7	3.4	1.2
3	14	6.1	3.5	10.4	2.5	4.3	3.4	1.5
TOTAL	58	10.0	5.8	15.3	5.4	5.3	3.9	1.8
				SPRING				
1	26	14.4	7.6	18.7	6.2	4.3	3.9	1.4
2	12	10.1	3.7	14.3	3.8	4.2	1.3	1.4
3	9	10.3	3.4	12.1	3.2	1.8	1.4	0.6
TOTAL	47	12.5	6.4	16.3	5.9	3.8	3.2	1.3

*Posttest minus pretest.

•The proposed objective was met both semesters: students mastered an average of more than one CREST objective per month of instruction.

NATIVE LANGUAGE ARTS

--As a result of participation in the program, 75 percent of the students enrolled in the native language arts program will successfully complete the course content.

The foreign languages department offers Spanish and Italian courses in language skills and literature to both native and non-native speakers. Title VII program students were enrolled in Level IV courses in Spanish and Italian, as well as in advanced placement courses in Spanish language skills and Spanish literature. The popularity of these courses among program students is indicated by relatively large enrollments. Thirty-five program students were enrolled in Level IV Italian, and 60 program students were enrolled in Level IV Spanish. In addition, 19 program students were enrolled in advanced placement Spanish courses for which they could receive college credits.

A member of the evaluation team visited a Level IV Spanish class. The teacher was preparing some of the students to take an advanced placement exam. She handed out sample test booklets, assigned a written exercise, and moved around the class observing students' work, correcting mistakes, and answering questions. At the end of the class, she asked individual students to write dictated sentences on the board, correcting mistakes in grammar, spelling, and punctuation.

It should be noted that during the class, many of the students did not give their full attention to the day's assignment. Those students planning to take the exam seemed more highly motivated than those who were not, although most of the students did not seem highly

interested in the lesson. The teacher corrected their behavior several times, yet students continued to talk in low voices to each other, ignoring the teacher's admonitions.

Student Achievement in Native Language Arts

Two assessment instruments were used to measure gains in reading and writing in Spanish: the Prueba de Lectura* and students' passing rates in native language arts classes. The Prueba de Lectura is part of the Interamerican Series of Tests published by the Guidance Testing Associates. The test items for the series are selected for cultural relevance to both Anglo-Saxon and Hispanic cultures in the Americas.

The Prueba de Lectura was administered in the fall and spring. Because the publishers recommend local norms and programs test out-of-level, analysis was based on raw score gains rather than on standard score gains. The results are presented in Table 5. Complete data on both tests were available for 32 Spanish-speaking program students (26 percent).

Statistical significance of the mean gain was determined through the correlated t-test model to demonstrate whether the mean gain is larger than would be expected by chance variation alone. Because statistical significance does not provide enough descriptive information, the table also includes the proportion of students making gains.

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*Information on psychometric properties may be found in Guidance Testing Associates Examiner's Manual, Prueba de Lectura, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78284.

Examination of Table 5 reveals that the gains on the Prueba de Lectura were not statistically significant. These results however must be regarded with caution, due to the small sample size. Nevertheless, these data show that the objective was not met.

TABLE 5

Results of the Prueba de Lectura, Level 3

Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Gain Mean	Gain S.D.	Percent Making Gains
32	75.8	23.3	76.4	26.5	0.6	28.3	59

•Students' gains were not statistically significant.

Table 6 presents students' passing rates in native language arts courses. Students in Italian and Spanish language arts courses surpassed the 75 percent criterion in the fall and spring terms, thus meeting the objective.

TABLE 6

Passing Rates in Native Language Arts Courses

Native Language Arts	Fall Number of Students	Fall Percent Passing	Spring Number of Students	Spring Percent Passing
Spanish	68	89.7	59	78.0
Italian	10	100.0	8	87.5

•The 75 percent passing rate was surpassed by both language groups both semesters.

CONTENT-AREA SUBJECTS

--As a result of participation in the program, the percentage of students passing the substantive subjects will be as great as those of mainstream students.

Content-area courses were taught bilingually in Italian or Spanish, and English. Content-area courses included biology, American studies, global studies, economics, fundamentals of math, algebra, and computer literacy. It should be noted that biology, global studies, and American studies for Italian-speaking students were taught as E.S.L. classes, due to a lack of qualified Italian-speaking teachers. Enrollment of Italian-speaking program students was relatively low in each of these classes, totaling six program students per class.

According to the project coordinator, the percent of English used in content-area courses was 80 percent. She noted that this high amount of English use was made possible by the fact that many of the students had been in the program during the prior year, and had advanced their English skills to a sufficient level to allow for the extensive use of English.

A member of the evaluation team visited three bilingual Spanish/English content-area classes, including global studies, algebra, and computer literacy. The global studies class was conducted primarily in Spanish, except for the occasional use of English by the teacher to repeat a question or answer that had already been made in Spanish, or write questions on the board. According to the teacher, this particular class was devoted throughout the spring term to the study of Latin America.

At the beginning of the class, the teacher wrote the topic question in English on the board: "How did events outside Latin America affect the feelings toward Spain?" The teacher then called on students to translate the question into Spanish and to explain what it meant. The teacher then asked the students to name the events associated with two dates written on the board, and how those events affected Latin America. An extensive discussion was then conducted in Spanish regarding this question. Students were attentive, raising their hands and waiting to be called on, occasionally joking in Spanish with the teacher about their use of certain terms. Of the 19 students in attendance, about half volunteered answers to questions or comments. The discussion was controlled directly by the teacher, as he raised questions for discussion and called on individual students to attempt to answer them. At the end of the lesson, the teacher summed up the discussion by writing in English on the board, "These events created the idea among the colonial people that independence might benefit Latin America."

In an interview, the social studies teacher spoke of the lack of good social studies texts in Spanish. The text he was using, which he said was one of the better ones available, emphasized memorization of isolated facts, rather than providing contexual information regarding the complex causes of social and cultural changes in these countries. The text covered events up to 1976, thus leaving out many social changes which have influenced the lives of students who have recently emigrated from that area. The teacher noted that, as was usual with Spanish texts on Latin American history, it did not challenge the students to think so

much as it asked them to learn by rote. It can be added that the social studies teacher is clearly knowledgeable and an expert in his field, having just published a textbook in English in the field of Latin American social studies.

In the algebra class, students were reviewing factoring and preparing for the final exam. The class was conducted entirely in Spanish. The teacher began by asking students to put answers to homework problems on the board. The teacher reviewed each problem, corrected errors, and asked students if they had difficulties. She questioned individual students on matters of content to check their understanding of basic concepts and algebraic operations.

After this exercise was completed, the teacher then handed out worksheets containing further problems. Students worked on these individually, while the teacher moved about the room observing, correcting, and answering questions. As students finished their worksheets, the teacher asked them to solve individual problems on the board, and then reviewed these answers with the entire class.

In an interview, the teacher told a member of the evaluation team that many of these students were relatively recent arrivals to the U.S. and had little preparation in math in their native countries.

In the computer literacy class (beginning level), students worked individually on computers, entering programs in BASIC which the teacher had designed and mimeographed. When individual students had difficulties, the teacher worked with them, providing just enough information to get them going again, or asking them questions which would help them discover the source of their difficulty. The teacher

noted it took students 45 minutes or more to enter a 12-line program on the computer, since they were still learning the use of the keyboard and just beginning to understand specific symbols used in BASIC. The class was conducted entirely in English. All 20 of the students enrolled were from the Title VII program, and all were relatively advanced in their English skills.

Student Achievement in Content-Area Subjects

Table 7 presents the passing rates for program and mainstream students in mathematics, science, and social studies courses each semester. Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of the difference between two proportions.* This procedure tests whether the difference in the rates for two independent groups are greater than can be expected by chance variation.

Examination of Table 7 reveals that the passing rates of program students were significantly higher ($p = <.05$) than those of mainstream students, thus surpassing the program objective.

*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 7

Passing Rates for Program and Mainstream Students in Content-Area Courses

(Yearly)[a]

Course	BILINGUAL PROGRAM		MAINSTREAM CLASSES		
	Number of Students	Percent Passing	Number of Students	Percent Passing	z-test Value
Mathematics	93	75.2	520	52.7	4.03*
Science	68	82.4	444	69.8	2.14*
Social Studies	110	83.6	1,314	71.5	2.73*

[a]Includes an average of all students taking course in each content area.

*Statistically significant at the .05 level.

•The program objective was met in all areas.

SPECIALIZED COURSES

--As a result of participation in the program, the percentage of students passing bilingual business skills classes will be at least equal to that of the mainstream.

One of the innovative features of Project CAUSA is the program in office and business skills. Curricula for bilingual Spanish/English and Italian/English courses in stenography and typing have been developed by a trilingual teacher, modifying curricula from the New York City Board of Education, Bureau of Curriculum Development to suit the particular needs of program students. The teacher noted that the material emphasizes the development of business and office skills in both the students' native languages and in English, since bilingual office skills are much in demand in the job market.

A member of the evaluation team visited a Spanish/English typing class (level 2). The teacher kept a record of the students' achievement levels throughout the semester on a chart posted in the room. The chart also indicated comparative achievement levels of mainstream students in typing classes. Records were kept of both typing speed and accuracy. This chart showed that most of the program students were typing at a level equal to that achieved by mainstream students. The teacher noted that most of the students in this particular class would go on to a mainstream typing class at level 3 next year.

During the class session observed, the primary language used was English. The teacher presented the lesson in English, but responded in Spanish to questions students asked in that language, thus reciprocating

and allowing them to choose the language they felt most comfortable in at the moment. Students seemed to feel free to ask questions, and the teacher occasionally made light joking comments which the students responded to by laughing and sometimes by elaborating the joke with a comment of their own.

The lesson focused on formatting a block letter. The teacher presented the rules for formatting, then elicited responses from students to questions regarding related aspects. For example, she explained where to place the date in this format, then elicited placement of dates on other kinds of formatted business letters. The students readily provided correct responses to her questions, indicating that this was material they had learned well.

After the lesson was presented, students then practiced typing letters in block format. About 45 percent of class time was spent practicing typing. Students got to work quickly and concentrated intensely.

Student Achievement in Bilingual Business Skills Classes

The number of bilingual students taking business skills classes during the 1984-85 school year was 29. Of these, 27 (93.1 percent) achieved a passing grade on teacher-made tests. The number of mainstream students taking bilingual courses was 397, with a passing rate of 79.8 percent. The passing rate of program students was significantly ($p < .05$) greater than the passing rate of mainstream students. The objective was thus achieved.

CAREER AWARENESS COMPONENT

--As a result of participation in the program, 65 percent of the students seeking a part-time job will obtain employment after school hours or during the summer vacation period.

--All students enrolled in the program will attend on-site group guidance sessions related to personal and social growth and career education.

The career guidance program is one of the innovative features of Project CAUSA. This project component is coordinated by the full-time Title VII curriculum specialist who engages in a variety of activities to strengthen students' awareness of career options, job-related skills, and the realities of the job market. He conducts a weekly series of career awareness classes for all program students in cooperation with E.S.L. and writing clinic teachers, and has developed an extensive curriculum for these sessions. Students are provided opportunities to explore their own skills, values, and interests; to research a variety of careers; to assess each others' job interview skills; and to search for and apply for actual jobs. In addition, they have opportunities to discuss work-related issues such as the roles of gender, race, and cultural background.

In addition to these activities, the curriculum specialist conducts field trips to various businesses and postsecondary educational institutions, and also invites speakers from these areas to the school to talk to students. He helps students find jobs or other opportunities to gain work experience, such as with the New York City summer youth employment program. He acts as liaison between program students and the New York State employment counselor located at the school.

In an interview with a member of the evaluation team, the curriculum specialist noted that his curriculum development activities during the 1984-85 year were largely devoted to revising the prior year's career awareness curriculum to adjust to perceived student needs. Because he has direct contact with all or most of the program students throughout the year, the curriculum specialist is able to collect much information about the individual personalities, values, and needs of the students as well as about their cultural backgrounds, immigration history, and experience of life and school in U.S. society. He makes use of this information in developing his curricula and in providing career counseling to the students.

As noted above, the curriculum specialist visited about 30 of the program students' homes during the 1984-85 year. This was in keeping with a recommendation made in last year's evaluation report. He noted that these home visits not only provided him with more detailed information on the family background, living conditions, and attitudes toward school, but also enabled these families to perceive school staff as, in his words, "more human," and as "deeply concerned with the education and social adjustment of their children."

A member of the evaluation team visited a writing clinic class during which the curriculum specialist presented a lesson on career decision making. The class was conducted entirely in English. The curriculum specialist began by explaining the aim of the lesson: "How to prepare yourself for a job you will like." With few exceptions, the students were attentive. Those who were not were called to attention by

the curriculum specialist. He provided several examples to illustrate how to use career resource guides, such as the Occupational Outlook Handbook, the Encyclopedia of Careers, and the Dictionary of Occupational Titles.

Students were then asked to look up information about an occupation they chose from one of these guides and record it on worksheets. As they did this, the curriculum specialist, assisted by the writing clinic teacher, worked with individual students to ensure that each was able to perform the task successfully with adequate understanding. A number of students had questions about salary ranges quoted in their sources which appeared somewhat out of date. The curriculum specialist took this opportunity of expressed interest on the part of students to show them how to calculate, in rough fashion, the current salary levels appropriate to the career that interested them.

ATTENDANCE AND RETENTION

--As a result of participation in the program, the dropout rate of students will be at least 20 percent less than the dropout rate of the mainstream students.

--As a result of participation in the program, students will demonstrate a rate of attendance which will equal or surpass the schoolwide rate.

--Eighty percent of the program participants will have developed a more positive self-image and appreciation of their Hispanic or Italian heritage.

To prevent student attrition and to promote better attendance, Project CAUSA includes a number of supportive strategies in its non-instructional component. These are carried out primarily by a trilingual guidance counselor, curriculum specialist, and a bilingual family assistant. Activities of the curriculum specialist were discussed in the prior section. This section will therefore concentrate on contributions to the program of the guidance counselor and family assistant.

The trilingual guidance counselor, who has been with the program since its beginning in September 1983, does all the programming for students. She is very familiar with the educational systems in the students' native countries, and is able to use this information in conjunction with results of tests to determine appropriate placement. She meets with each program student at least twice a year. She also acts as liaison between program students and monolingual staff.

The current family assistant began working for the program in February 1985. She has eight years experience as a family assistant,

and worked for the first bilingual program initiated at the school. The family assistant informs parents, by phone, of their children's academic, behavioral, or attendance problems. She also assists parents by making referrals to various agencies in the city, helping them fill out insurance or other forms, and translating documents. She also accompanies the curriculum specialist on visits to program students' homes. These retention efforts have resulted in a low rate of dropout. Of the 53 students who left the program during the year, 13 were classified as dropouts (nine percent of the program population). Table 8 presents the number of students leaving the program, by grade. A z-test* for the significance of a proportion reveals that the program's dropout rate (9.2 percent) is not significantly different from the schoolwide dropout rate (10.1 percent). Thus the program objective was not achieved.

The attendance rate for program students was 90.53 percent, 4.58 percentage points above the schoolwide attendance rate (85.95 percent). The z-test results ($z = 1.39$) indicated that there was no significant difference between program and mainstream attendance rates. Attendance rates are statistically equal, thus meeting the program objective.

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*Bruning, J.L. and Kintz, B.L.; Computational Handbook of Statistics; Scott, Foresman and Company, 1968.

TABLE 8

Number of Students Leaving the Program

Reason For Leaving	Grade 9	Grade 10	Grade 11	Grade 12	Grade Unknown	Total
Fully mainstreamed	0	1	2	9	1	13
Transferred to another school	0	4	3	3	0	10
Graduated	0	0	0	3	0	3
Returned to native country	6	3	2	1	0	12
Dropout	3	4	0	5	1	13
Other	0	2	0	0	0	2
TOTAL	9	14	7	21	2	53

•Of 53 students who left the program, 13 were fully mainstreamed, 10 transferred to another school, 12 left the U.S., and 13 were reported to have dropped out.

STAFF TRAINING AND CURRICULUM DEVELOPMENT

--The following curriculum materials will be developed: an E.S.L. curriculum for typing; bilingual curriculum for career exploration and job opportunities.

--Individualized learning packets will be developed and disseminated for at least four courses of study.

Monthly meetings of project staff were held to discuss various issues relevant to the smooth operation of the project, including school, city, or state policies, schedules of school activities, and lesson planning. In addition, weekly workshops were conducted by the project director, coordinator, or curriculum specialist concerning such issues as career awareness, integrating students with the mainstream, the effective use of paraprofessionals in classrooms, and the preparation and evaluation of tests. Monthly demonstration lessons were also provided by the project director, coordinator, and curriculum specialist to illustrate methods of using specific audiovisual equipment, or to demonstrate particular teaching techniques.

No program staff members were enrolled in university courses during the 1984-1985 year. However, the curriculum specialist attended a number of staff development activities outside the school, including a workshop in career trends in New York City, and a conference on job opportunities in the New York Stock Exchange sponsored by New York Comex.

Curriculum development activities were largely confined to refinements of career awareness curricula developed last year. A bilingual version of this curriculum has not been developed yet, pending completion of work on the English version.

IV. CONCLUSIONS AND RECOMMENDATIONS

In its second year of implementation, Project CAUSA continued to make satisfactory progress toward achieving its objectives. The program continues to offer a wide selection of E.S.L., native language arts, and bilingually-taught courses. E.S.L. classes are run efficiently and, in some cases, are highly innovative. For example, one E.S.L. writing class that was observed both this year and last year, indicated high motivation and interest in the lessons, as well as a high level of pride and self-respect among the students. The teacher has clearly developed methods which have adjusted to the ethnic and cultural backgrounds of her students. It can be noted that her "interactional" approach to teaching oral and written language skills finds considerable support in sociolinguistic research over the last decade. This class could well become a model for other E.S.L. classrooms.

Content-area courses, particularly math and social studies, are also taught by well-qualified and experienced teachers. However, these courses suffer from the lack of adequate preparation on the part of many of the recently emigrated students in their native countries, as well as from a lack of good texts in Spanish. Given the usual organization of high school curricula into sequences of course work that presuppose a relatively homogeneous population of students, any curriculum based on these models is likely to run into difficulties in trying to serve the diverse needs of Project CAUSA's LEP population.

In addition to academic offerings in content-area courses, the program also offers a strong program in office and business skills. This vocational orientation can be considered one of the strengths of Project CAUSA's curriculum. Not only are students prepared to move on to mainstream courses, such as typing 3, but they are also given training in typing and related skills in their native languages. Development of these bilingual office skills can play an important role in preparing students for the job market.

The career awareness component is also one of the program's important innovations. The curriculum specialist keeps in close touch with students, as well as with agencies and businesses which could provide them with work experience. He has continued to work on his curriculum to adjust to students' needs and to his growing understanding of their life outside the school in the home. Again, as this curriculum is developed, it might well serve as a model for other schools serving similar populations.

The staff and teachers serving the Project CAUSA students are highly experienced. They are given the support of the administration. The principal works closely with the project director, who appears to have a good sense of students' needs, abilities, and aspirations. On the whole, the staff and teachers are enthusiastic about the program, and demonstrate a serious commitment to the social and academic development of the program's students.

RECOMMENDATIONS

The following recommendations are aimed at improving the overall effectiveness of the program.

1. Some attention might be given to the social studies curriculum. If good materials are not available in Spanish, other alternatives might be sought, such as having students report on and discuss their own experiences in their countries of origin. Such discussions, if freely carried out, might provide a starting point for raising questions about the social and historical bases for their own personal experiences, such as emigration. Discussion formats observed in the E.S.L. writing class could provide a model for such discussion. In addition, if they are not already available in the school's library, editions of Spanish language newspapers might be purchased, and articles about various countries copied from them to provide students with a basis for discussing issues of public interest.

2. The problem of standards in math classes should also be addressed by staff. Curriculum and testing must clearly be adjusted to the level of the students, as has so far been the case. However, solutions should be sought to close the gap, if there is one, between mainstream and bilingual levels of math achievement. Peer tutoring might be one possibility for providing help to those students who need it.

3. Attention could be given to the issue of parental involvement. One way of securing greater parent participation might be to find ways

to offer parents something that will benefit them and their children. Less focus on what the school demands of them and their children, and more on what the school can offer, might encourage more interest as well.

4. Home visits by the curriculum specialist should continue, as they provide an effective means of communication between school and students' families. Other staff might also make home visits. Additionally, the program could conduct workshops on how the school functions.

5. The career awareness curriculum has developed and changed as the curriculum specialist has tried out various lesson units and monitored students' responses. This process of revision and refinement should continue. It would be advisable if records were kept regarding the various revisions and the reasons they were made. Such information about the process of how curriculum is developed is sorely lacking in the field of education, and could be invaluable to other professionals interested in developing curricula tailored to the needs of various specific populations of LEP students.